MIDDLE SCHOOL FAMILY AND CNSUMER SCIENCES

Family and Consumer Sciences (FACS) at the middle school level, prepares students to begin their journey toward becoming independent, productive citizens. The Middle School Curriculum includes standards for 5 units of study that are essential for ALL students:

- Life and Careers
- Financial Literacy
- Nutrition and Wellness
- Human Development
- Relationships

Family and Consumer Sciences (FACS) at the middle level prepares students to acquire personal skills and plan ways to transfer those skills to the workplace; investigate and assume appropriate individual and family roles; understand and apply concepts of balancing work and family; and acquire skills and attitudes that lead them to contribute to the good of the community and society. FACS curriculum includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied community, work, and family contexts. *Indiana Department of Education* 24 *February 10, 2011 State Approved Course Titles & Descriptions Middle School Grades 6-8*

It is the aim of Middle School Family and Consumer Sciences that all students increase their ability to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives. Family and Consumer Sciences Education provides the bridges needed by all students to deal with major societal issues such as work-and-family, child and elder care, family and community violence and crime, and usage of technology.

- DOE Code: 0492
- Recommended Grade Level: Middle School
- Recommended Prerequisites: None

Exploring College and Careers: Academic Standards Checklist

Standard 1 – MIDDLE SCHOOL LIFE AND CAREERS
1.0   Exploring Self, Family, and Community: Analyze factors that impact self formation, including; Exploring Work: Explore factors that impact personal image and feelings of personal worth, including; Exploring Careers: Investigate personal attributes, standards, goals, interests, and aptitudes as they relate to career concepts, including; Decision Making, Problem Solving, and Critical Thinking: Accomplish tasks and fulfill responsibilities by using thinking and problem-solving processes, including; Using Technology in Personal and Family Settings: Demonstrate skills to use technology and evaluate impact of change and innovations in school, family, career, and community settings.

___   MFCS-1.1   Standards and ethics
___   MFCS-1.2   Goals, priorities, values
___   MFCS-1.3   Aptitudes, abilities, interests, motivations
___   MFCS-1.4   Roles, responsibilities, and life events
___   MFCS-1.5   Family, career, community, and global connections

___ MFCS-1.6   Work and individual identity

___ MFCS-1.7   Work ethics and self-management

___ MFCS-1.8   Career clusters, career pathways

___ MFCS-1.9   Career research

___ MFCS-1.10 Career planning, four-year course planning

___ MFCS-1.11 Decision-making and planning processes

___ MFCS-1.12 Choices, options, and consequences

___ MFCS-1.13 Evaluating information

___ MFCS-1.14 Technology integration throughout FACS units and topics

Standard 2 – MIDDLE SCHOOL FINANCIAL LITERACY AND RESOURCES

2.0 Identifying and Managing Resources: Identify and manage resources to provide for personal and family needs and wants, including; Personal and Family Financial Literacy: Demonstrate skills to manage financial resources to meets personal and family goals, including; Caring for Resources: Demonstrate skills needed to care for personal and family resources, including; Caring for the Environment: Analyze resource consumption and apply conservation practices, including;

___ MFCS-2.1   Personal and community resources

___ MFCS-2.2   Time management

___ MFCS-2.3   Consumerism

___ MFCS-2.4   Economics

___ MFCS-2.5   Planning for your future

___ MFCS-2.6   Budgeting, spending

___ MFCS-2.7   Banking and financial institutions, electronic banking

___ MFCS-2.8   Cash, checking, saving, and investing

___ MFCS-2.9   Managing credit

___ MFCS-2.10 Reading use/care labels and manuals

___ MFCS-2.11 Care, repair, and storage of personal resources

___ MFCS-2.12 Clothing care, repair, stain removal, laundry

___ MFCS-2.13 Product selection and use

___ MFCS-2.14 Reduce, reuse, recycle

Standard 3 – MIDDLE SCHOOL NUTRITION AND WELLNESS

3.0 Nutrition: Evaluate nutrition choices and practices in a variety of settings, using reliable guidelines and sources of information, including; Food and Wellness Issues: Examine factors and issues that impact current and future health and wellness, including; Preparing and Serving Food: Demonstrate skills needed for preparing and serving foods, including;

___ MFCS-3.1   Dietary guidelines/MyPyramid

___ MFCS-3.2   Comparing food intake to recommendations

___ MFCS-3.3   Nutrients, nutritional analysis

___ MFCS-3.4   Nutrition labels

___ MFCS-3.5   Selecting foods at home and away

___ MFCS-3.6   Calcium for healthy bones

___ MFCS-3.7   Activity and exercise

___ MFCS-3.8   Food safety and sanitation

___ MFCS-3.9   Wellness issues (for example, obesity, eating disorders, cardio-vascular health)

___ MFCS-3.10   Laboratory/kitchen safety and sanitation

___ MFCS-3.11   Cooking terms, abbreviations, measurements

___ MFCS-3.12   Reading and using recipes

___ MFCS-3.13   Techniques and equipment for preparing and serving food

___ MFCS-3.14   Teamwork in the foods laboratory

Standard 4 – MIDDLE SCHOOL HUMAN DEVELOPMENT

4.0 Growing and Changing: Integrate factors that impact development of self-concept, including; Caring for Children and Others: Demonstrate skills for positive guidance and care-giving of children and others, including;

___ MFCS-4.1   Physical, emotional, and social development for early adolescents

___ MFCS-4.2   Coping with developmental changes

___ MFCS-4.3   Roles and responsibilities

___ MFCS-4.4   Dealing with a changing world

___ MFCS-4.5   Understanding ages and stages

___ MFCS-4.6   Caregiver responsibilities

___ MFCS-4.7   Handling emergencies

___ MFCS-4.8   Keeping kids safe

___ MFCS-4.9   Nutritious foods for children

___ MFCS-4.10   Children's play and toys

Standard 5 – MIDDLE SCHOOL RELATIONSHIPS

5.0 Leadership for Life: Demonstrate teamwork and leadership skills, including; Communication and Personal Presentation: Examine factors that contribute to positive relationships, including; Quality Friendships: Analyze factors that contribute to positive relationships with peers, including; Positive Family Relationships: Analyze factors that contribute to positive relationships with family members, including; Personal Safety: Demonstrate skills needed for self responsibility and self protection, including;

___ MFCS-5.1   Leadership skills and styles

___ MFCS-5.2   Assuming responsibility for choices and actions

___ MFCS-5.3   Taking risks, overcoming adversity

___ MFCS-5.4   Character/citizenship, service

___ MFCS-5.5   Diversity and multiculturalism

___ MFCS-5.6   Working in a group

___ MFCS-5.7   Communication skills and styles

___ MFCS-5.8   Behavior, etiquette, and personal appearance for the occasion

___ MFCS-5.9   Conflict prevention and resolution

___ MFCS-5.10   Choices and responsibilities

___ MFCS-5.11   Appreciating diversity

___ MFCS-5.12   Peer pressure

___ MFCS-5.13   Changing relationships

___ MFCS-5.14 Male/female relationships

___ MFCS-5.15 Roles and responsibilities

___ MFCS-5.16 Family change

___ MFCS-5.17 Setting rules, compromising, cooperating

___ MFCS-5.18 Refusal skills

___ MFCS-5.19 Physical, emotional, and sexual abuse

___ MFCS-5.20 Unexpected situations

Common Core Literacy for Technical Subjects Standards

Reading Standards for Literacy in Technical Subjects 6-8

The standards below begin at grade 6; standards for K-5 reading in technical subjects are integrated into the K-5 Reading Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

6-8.RT.1   Cite specific textual evidence to support analysis of technical texts.

6-8.RT.2   Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3   Follow precisely a complex multistep procedure when performing technical tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure the author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Idea

6-8.RT.7 Translate technical information expressed in words in a text with a version of that information expressed visually.

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

6-8.RT.9 Compare and contrast information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 9-10

The standards below begin at grade 6; standards for K-5 writing in technical subjects are integrated into the K-5 Writing Standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

6-8.WT.1 Write arguments focused on *discipline-specific content*.

6-8.WT.2 Write informative/explanatory texts, including technical processes.

6-8.WT.3 Students will not write narratives in technical subjects. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning and revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

6-8.WT.7   Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

6-8.WT.8   Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6-8.WT.9   Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10   Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.